Statutory requirements: number and place value

Pupils in Y1 should be taught to:
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Pupils in Y2 should be taught to:
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Statutory requirements: addition and subtraction

Pupils in Y1 should be taught to:
- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \boxed{\text{OBJ}} - 9$.

Pupils in Y2 should be taught to:
- solve problems with addition and subtraction:
- use concrete objects and pictorial representations, including those involving numbers, quantities and measures
- apply their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
    - a two-digit number and ones
    - a two-digit number and tens
    - two two-digit numbers
- add three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Statutory requirements: multiplication and division

Pupils in Y1 should be taught to:
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Pupils in Y2 should be taught to:
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Statutory requirements: fractions

Pupils in Y1 should be taught to:
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Pupils in Y2 should be taught to:
- recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity
- write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 a n d 1/2 .

Statutory requirements: measurement

Pupils in Y1 should be taught to:
- compare, describe and solve practical problems for:
    - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
    - mass/weight [for example, heavy/light, heavier than, lighter than]
    - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
    - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following: ⬚ lengths and heights
    - mass/weight
    - capacity and volume
    - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Pupils in Y2 should be taught to:
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter to/quarter past the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Statutory requirements: properties of shape

Pupils in Y1 should be taught to:
- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Pupils in Y2 should be taught to:
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Statutory requirements: geometry, position and direction

Pupils in Y1 should be taught to:
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Pupils in Y2 should be taught to:
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti- clockwise).

Statutory requirements: statistics

Pupils in Y2 should be taught to:
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.